

Indust. Press.

Hampton Summer Normal Institute

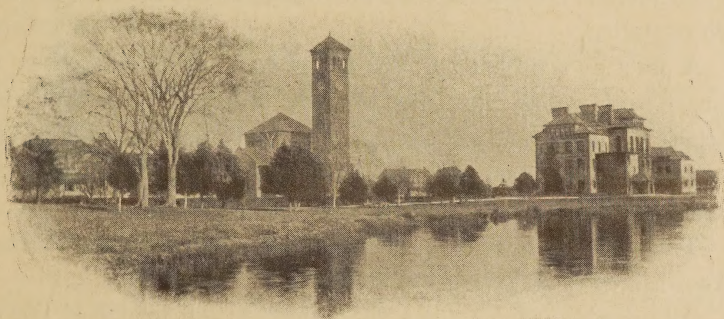
1902

DR. H. B. FRISSELL,

Principal, Hampton N. & A. Institute.

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MEMORIAL CHURCH

ACADEMIC HALL

HAMPTON N. AND A. INSTITUTE
HAMPTON, VA.

The Hampton Summer Normal for Teachers will begin July 1st, 1902, and continue four weeks.

This institute is successfully meeting the needs of the teachers engaged in the educational work among the colored people in the South. It furnishes facilities for improvement which the true and wide-awake teacher cannot afford to forfeit.

The work of the institute is preeminently practical and practicable. The subjects are presented to the classes just as they are to classes of children in the best public schools in this country. The subject matter and method are discussed by the instructor and the classes during each recitation.

A practice school, under skilled teachers for kindergarten and primary work will be one of the practical features. This will afford teachers the opportunity of seeing what can be accomplished in a mixed grade school. Practical kindergarten work, such as may be accomplished in rural schools, will be demonstrated.

The instructors are secured from those public schools which are acknowledged to be among the very best.

Advanced courses in the several subjects will be one of the new features of this year's institute. The faithful and enthusiastic work of those who attend regularly make these advanced courses necessary.

It is very gratifying and a most promising sign for the future of our schools in the South to witness the steady increase each year in the number of our best qualified teachers attending this institute.

The great masses of our boys and girls will never know any other teachers than those they meet in the common school. This institute aims to afford these teachers the opportunity to become thoroughly efficient.

Courses will be given in the following subjects :

Psychology and its application to education, based on experimental work.

English

History

Child Study

Geography

School Economics

Agriculture

Mathematics

Drawing

Sewing

Physics

Vertical Writing

Cooking

Nature Work

Primary Methods

Manual Training

Upholstering

Simple Business Forms and Methods

The shops of the trade school will also be open for any who wish to do work at a trade.

THE HAMPTON NEGRO CONFERENCE

will hold its annual session here, July 16, 17, 18. This affords an opportunity for the teachers to listen to the discussions of questions of vital interest by many of the most cultured and scholarly men and women of the race.

Board and lodging for the four weeks on the grounds and at some places in the town, will cost ten dollars. There is no other charge.

Ladies desiring to stop on the grounds should apply early, since the accommodations are limited. Teachers are expected to bring their own napkins, and those taking cooking their own aprons.

A circular containing fuller particulars will be published in May, but will be forwarded only to those who write for a copy.

DR. W. B. EVANS, *Conductor.*

PLEASE CIRCULATE THIS NOTICE AMONG TEACHERS

Hampton in Summer.

[*From the Boston Evening Transcript,*]

The work of the Hampton N. and A. Institute has become increasingly important. During the regular school term a thousand workers including pupils and teachers strive to grasp and inculcate the Hampton idea; to learn by doing. With the close of the regular session and the departure of the majority of the students, final preparations for the summer normal school begin. The purpose of this summer normal is to give an opportunity to the colored teachers of the South to receive during a course of four weeks the best instruction and the ripest thought in the country upon educational subjects. At the summer normal this year over two hundred teachers were in attendance, representing twelve states and the District of Columbia. Notwithstanding the protracted heated spell, classroom work has been conducted with untiring zeal and unflagging interest.

The summer day's work begins at six o'clock in the morning with a large and enthusiastic class in cooking. This white aproned class of young women have prepared most appetizing dishes, have studied the secrets of kitchen economy, and have acquired the knowledge to gain the soul of man. At eight o'clock a class in drawing begins work, and an hour later the entire school assembles to listen to a lecture on school economics. Following this lecture seven different classes go to as many class rooms for recitations in the following subjects: nature work, arithmetic, geography, English, primary methods, psychology and sewing. The class room recitations last an hour. Those who do not take the subjects mentioned have option of taking any of the following: civics, child study, vertical writing, physics, general history, manual training, cooking, (home and technical) business forms and methods and upholstering. These twenty different subjects are open to all teachers attending the summer school, and though the thermometer has frequently been beyond the ninety mark the last class is not dismissed until 5.15 in the afternoon.

As it is impossible to take the entire twenty subjects, the desire to take as many as practicable is evidenced by the fact that many of the teachers begin the day's work with the first recitation and finish with the last one, having stopped an hour for dinner. In this way nine hours are spent in the classrooms and workshops by these earnest colored teachers, whose aim is to carry back in their school rooms the newest and most practical methods of teaching.

As an aid to the lectures and the recitations, there is an excellent book and school supply exhibit where the latest and best books on education from the leading publishers in the country are shown. This feature has been highly appreciated by those who live and teach in the rural districts of the Southern States. The opportunity does not come often to them to examine, to learn the price and to have explained intelligently to them the use of the latest and best school books,

On each Saturday morning there has been a teachers' experience meeting, at which the problems that confront teachers' were fully and frankly discussed. These meetings have been unusually interesting. No point in school management or discipline has been overlooked, and those conditions that peculiarly affect colored schools and teachers have been the ones upon which emphasis was placed and suggestions given. Humor and pathos have blended in these discussions, and those present who already knew something of the devotion and the surrounding difficulties of the Negro teacher have had their knowledge widened.

This knowledge of race needs and difficulties was broadened and extended through the able and practical discussion of the Hampton Negro Conference, the fourth annual meeting of which was in session here four days. At these conferences reports of standing committees are made that have become authoritative relative to the condition of the Negro in this country. Everything that touches his home life, his religion, his education is critically analyzed, and that which should be eliminated in order to strengthen his character is discussed broadly and honestly by the strong men and women of the race, who come from different parts of the

country to attend these annual meetings. This last conference, the most successful ever held, insisted on basal principles, on co operative work, and on that spirit for which Hampton so prominently stands before the country: to look at problems not as barriers to progress but as tests of race worth in the overcoming of which the race will receive its truest and best development.

The address of welcome by Dr. H. B. Frissell sounded the key-note of the conference. It discouraged race pessimism, it pleaded for broader sympathies, more earnest efforts, a faith in the other man and a belief that in the main the great heart of the American people beats for justice and fair play for all races of mankind. A broader view of the race question is thus given to every teacher who attends the normal institute—nothing hazy, indefinite, but that which each one can put into practice in his or her particular locality. Like the meshes of a net, this broad view of the question takes hold of the visiting teacher—Hampton's spell is so subtle, so effective.

As night steals on, the teacher, weary from study, sits on the beautiful campus, facing the historic Hampton Roads, wishing for a cooling breeze. The stars peep out, lights across the bay begin to flicker and wave, and the yellow moon creeps above the tree tops.

The witchery of a Hampton night begins. The students in the Chapel are singing their wild, soul-stirring plantation melodies. As their plaintive tones rise and fall the God of Hosts seems near at hand and Altruria only a few miles beyond. Memories of childhood rush upon the teacher as she hears again in their melancholy beauty the old slave songs that her mother has often crooned to her. Song after song carries her back to slavery days and a tear is brushed aside as the final melody reaches her;

“Befo’ I’d be a slave
I’d be buried in my grave.
An go home to my Lord an’ be free.”

Possibly moved by the mood the teacher strolls along the water front in the direction of the students' cemetery, a short distance. There among the Indian and Negro dead sleeps the founder of Hampton Institute.

At the head of his grave rests a huge block of stone, of volcanic origin, brought from Hawaii, and at the foot a large boulder from New England. Upon the stone from Hawaii is inlaid a bronze tablet upon which, by means of the faint light streaming through the trees, can be seen the simple inscription: "Samuel Chapman Armstrong, born in Hawaii, Jan. 30, 1839; died in Hampton May 11, 1893." What a history in those years; how much work for humanity!

Returning from the cemetery the large, massive buildings in which are taught the numerous industrial arts stand silently and eloquently expressive of other days and greater hopes, as far across the lawn comes the dying echoes of another melody, "Dere's a better day a coming." A few moments later the teacher's reverie is broken by the pathetic wavering notes of the school bugler sounding taps—the day's work is done and lights must go out.

Thus in many ways the teachers attending Hampton's summer normal hear and see something of the race's past and present history, all of which helps to solve in its many phases the problem of education in the Southern colored schools. The normal instructors stand for the highest and best educational ideals, and Hampton Institute itself stands for what Dr. Albert Shaw so aptly terms "integral education."

To educate properly the masses of the South, to turn out the most contented citizen requires teachers who know not only the needs of their pupils, but who thoroughly comprehend the relation their schools sustain to the conditions and environments of their localities. To know how and what to teach, though very essential, dwarfs before the necessity of such teaching upon the future character of the recipient.

The kernel of the kind of education and teaching needed in the colored schools has been correctly stated by Professor H. M. Browne, in

these words: "Education and Christian services which are not adapted to our present condition and environment are of no more value to us than is a pair of skates to a boy who lives in Madeira. The development of a race is not a mushroom growth but rather that of the century plant." Upon this idea the summer school is conducted. The instructors bring to the work a zeal that is infectious, the teacher-students an earnestness that lingers long in the memory.

Many social features have added to the pleasure of all. Sailing parties, trips to adjacent historical places, surf bathing, band concerts, inspections of the buildings with their excellent and up-to date equipment have been given and made. In the quaint library building the visiting teachers inspected the rare bits of Indian handiwork, tools, and the handsome furniture made by Negro and Indian students, the photographic groups of Hampton for the Paris Exposition, pictures of the great friends of the two races; an autograph letter of Frederick Douglass to Gerrit Smith, dated 1850, in which are these words: "I believe in God and in the final triumph of truth and the right in the world," a painting "A Banjo Lesson" by the eminent artist, Henry O. Tanner, books by the Dunbars. Paul and Alice; also those by Chesnutt, and other interesting features that colored teachers can hold up to their pupils as models for inspiration in their classroom.

No institution in the country except Hampton offers so many advantages either natural or acquired, for a summer Normal School for colored teachers. Its geographical situation, its many buildings with improved facilities for special work, its spacious and beautiful grounds, the associations that surround the memory of its founder, General Armstrong the breadth and kindly spirit of its present principal, Dr. H. B. Frissell and the purpose of the normal conductor to bring here only the best teachers in the country as instructors, are reasons that point to the increasing success and importance of a summer normal as a necessary adjunct to the regular work done here.